

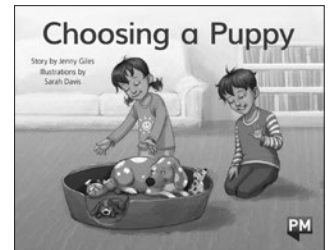
# Choosing a Puppy

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 158



## Preparing for Guided Reading

### Orientation to the Text

- Ask students who has a pet. List the different pets.
- Discuss the ways in which each student cares for their pet(s) and the things that they do with their pets.

### Prior Knowledge

- Rachel and Sam experience the joy of choosing and naming their own puppy.

### Key Language Structures

- Structural changes in some sentences provide opportunities for the young reader to integrate meaning, syntax and visual cues.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

coming, got, sat, today, us, with

#### Content Words

puppy, basket, mother, asleep, brown, spots, awake, walk, biggest

### Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- reintroduce *The little snowman* (PM level 3). Talk about the characters in the story.
- Study the cover illustration and title of *Choosing a Puppy*. Talk about how Sam and Rachel are looking at puppies but they are both pointing to a different one. Ask, *Which one will they choose? Why?*
- Talk about page 3. Ask students, *Why is Rachel and Sam's Dad carrying a puppy cage?*

- Look at pages 6–11. Discuss with students why Rachel changed her mind and decided she liked the puppy with spots. Ask, *Why do you think Rachel changed her mind?*
- Ask students what they would name the puppy with spots and which puppy they would choose.
- Look at pages 13 and 15. Focus on the title of the book that Andy passes to Dad. Help students to read the title. Discuss how the book would help Rachel and Sam look after Spot. Ensure that students understand that the book will provide answers about puppy food, baskets, training, injections, etc.
- As students read the story, encourage them to enjoy the excitement that Rachel and Sam feel about their new pet.

### Comprehension

- Why did Rachel and Sam choose the puppy, Spot? (*Literal*)
- Why did the puppy walk to Rachel and Sam? (*Inferential*)

### Follow-up Activities

- As a shared writing activity, write an enlarged book about Spot when he goes to live with Rachel and Sam. Some students may like to record the story which can be used as a future listening post activity.
- Have a dog basket, lead, bone, empty dog food packets and a collar in the classroom. Discuss the purpose of these items with students. Students or the teacher could write factual statements to display around the dog equipment. Ask students to talk about their dogs or the dogs they know.
- Visit the local RSPCA. Have students prepare appropriate questions in groups prior to the visit. Give students the challenge of remembering the information they found, to share with the class when they return to the classroom. Make an enlarged 'flip' book about the class trip to the RSPCA. Write thank-you letters to the staff at the RSPCA after the visit.
- Students could cut out a variety of animals from magazines. Use these pictures to discuss which animals could be pets and which animals would not be good pets and why. Sort the pictures into two groups and glue onto charts.

# Choosing a Puppy

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to make predictions while reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up